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REMEDIAL READING ACTIVITIES--AN IDEA BOOK.

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ONE HUNDRED FORTY-TWO GAMES AND LEARNING ACTIVITIES FOR TEACHING REMEDIAL READING SKILLS ARE COMPILED IN THE AREAS OF PHONICS, FUNCTIONAL SKILLS, STRUCTURAL ELEMENTS, BLENDING, COMPREHENSION, FLUENCY AND RATE, AND WORD RECOGNITION. GAME PROCEDURES, MATERIALS NEEDED, AND DIRECTIONS FOR SIMPLE CONSTRUCTION ARE GIVEN. READILY AVAILABLE OR SIMPLY MADE MATERIALS ARE EMPHASIZED. A 19-ITEM BIBLIOGRAPHY IS INCLUDED. THIS DOCUMENT IS ALSO AVAILABLE FOR \$.80 AS "CURRICULUM BULLETIN," VOLUME 23, NUMBER 275, FEBRUARY 1967 FROM THE SCHOOL OF EDUCATION, UNIVERSITY OF OREGON, EUGENE 97403. (CM)

# Curriculum Bulletin

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REMEDIAL READING ACTIVITIES - An Idea Book

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## REMEDIAL READING ACTIVITIES

An Idea Book

Compiled by

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### Introduction

This material on Remedial Reading Activities has been compiled by Don Brown and his students in Remedial Education, University of Oregon. It has been in constant demand locally by classroom teachers and specialists as resource material. Therefore, it has been made available as a Curriculum Bulletin for others who may find it useful.

Eva O'Neil  
Instructor, Remedial Education

### PHONICS

Rotating Wheel. Two circles, one smaller than the other, are fastened together through the center so they will rotate easily. This can be done with a paper brad. Consonants are printed on the larger circle, and phonograms are placed around the edge of the smaller circle. Different words can then be formed by turning the larger circle, making different combinations of initial

consonants and phonograms. This wheel can be used to teach initial sounds, phonograms, or final sounds.

Call-a-Sound. Flash cards are placed on the chalk tray at the front of the room. The teacher then says a word, and asks a student to go to the board and choose one of the words that begins with the same sound as the word she has just spoken.

Letter Cue. The teacher reads groups of words beginning with the same initial sound. The students write the letter on their paper for each group. These groups can be arranged to provide initial letters in proper order to spell out simple "code" messages.

Syl-la-ble. A set of index cards have words typed on one side, and the same word typed in syllables on the other. The cards are placed in the center of the table with the unsyllabified word face up. The first player starts by taking a card from the top of the pile and telling where he thinks the word should be broken into syllables. He then turns the card over. If he is correct, he keeps the card. If not, he returns it to the bottom of the pile. Each student gets only one card per turn, and the player with the most cards when the deck is gone is the winner.

Animal Hunt. The teacher appoints one of the students to be the chief. The other children are hunters. She then tells the chief that she wants the hunters to hunt and find all the animals in the "-all" family. Index cards with various word family designations can be placed around the room and in boxes or on shelves. These cards may be imprinted with various animal forms by running them through a ditto machine, or left blank except for the word on each card.

Build a Word. Envelopes are passed out to the children in the group. In each envelope are several sets of consonants and sets of word families. The child who correctly assembles all his words is awarded a "Word Builder Merit Badge."

Stop and Go. "Was," "on," and other words often reversed are printed with the first letter in green and the second in red. The students are told to obey the traffic lights, starting with "go" letter and stopping with the "stop" letter. The same words written in black are then placed below the colored words and read after them.

Boat to Europe. The first student starts the game by saying "I'm going to take bananas" with him on his trip to Europe. Then in order each child has five seconds to think of something he can take to Europe with him that begins with the same initial sound.

Alpha-Boat. This game is similar to the previous game except the first child must name something that begins with an "A," the next with a "B," and so on through the alphabet. This may be done in teams with the captain of each team allowed to help if one of the students fails to name a correct article during his turn.

Sound It. Use cards illustrating various vowel or consonant sounds such as the SRA phonic cards. Deal out five cards to each player. The first player calls one card. All players must give him any cards containing that particular sound. The first player places these matching cards on the

table before him. He may then draw a card from the stack and the second player then calls a card. If no one has a matching card it is the next person's turn to call a card. The players count their number of cards at the end of the game to determine the winner.

Grocery Store. The first child starts the game by saying: "My father owns a grocery store and he sells potatoes." The next child must say potatoes and add another word beginning with "p." The next child must repeat these two words and add a third word.

Picking Apples. Draw a large tree on the board. Draw several apples on the tree. On each apple, write vowels, blends, or consonants, endings, diagraphs. Child must try to "pick" all the apples.

Sound Dictionary. As the various consonant sounds are being studied the child finds pictures in old magazines of objects or actions, the word for which begins with the sound being studied. These pictures are pasted in a scrapbook beside the appropriate consonants.

Word Meaning. List words and phrases in parallel lines. Have the child put the number of the word in front of the phrase that has the same meaning.

Jigsaw Puzzle. Mount a colorful picture and a short story or poem about that picture on heavy tagboard. Cut this to make a puzzle. Put pieces into an envelope. Children may enjoy writing their own stories.

Playing Postman. Children write one another short letters which are delivered by a child playing the part of a postman. The children then read to the class the letters they have received.

Peg It. A game to strengthen word recognition skills. A peg board with four pegs and a number of word cards are needed. (A hole is punched in a corner of each card.) A peg is assigned to each

player, and a dealer deals an equal number of word cards to each player face down. Each player in turn takes three cards from his pile and reads them. For every correct word he slips that card over his peg; and for those missed, the card is discarded. The one with the most cards on his peg wins the game. (The game may be changed to use phrases or sentences-more difficulty or to blends and letters-less difficulty.)

Phrasing. Lists of phrases common to the child are placed in a wide Manila envelope tachistoscope, one word appearing in the slot at a time. (These words and phrases may be recorded from the child's own speech, taken from trouble phrases in the child's reading, or made up by the teacher.) The child reads the word or phrase that appears in the window of the envelope. He may go on to the next one if the first is correct, and so on.

Listen to My Sound. Teacher begins by saying, "I am thinking of something in the room. Its name begins like the word water. What is it?" When a child correctly identifies the object, he becomes IT and the game continues. This game can also be used for final sounds.

Phonic Bingo. Rule four 5 x 8 inch cards into twenty-five spaces in Bingo style. In each space print a consonant or blend on which the children need drill. Be sure spaces are filled differently on each card. Collect pictures which represent each of the beginning sounds used on the cards. Provide students with slips of paper the size of the squares to use as Bingo markers, and proceed as in playing Bingo.

Word Sound Game. Prepare 2 x 3 inch cards with single consonants or consonant blends on them. Place the cards face down on a table in front of the players. Each player in turn picks up a card and shows it to the group. The first child to think of a word beginning with that sound gets the card. The child with the most cards is the winner. Variation: Make cards with long or short vowels.

Climb the Ladder. Draw a ladder on the board. On each rung, write the letters for a blend sound or any other letter combination in which children need drill. The child who can climb to the top of the ladder may be the teacher and point to the rungs as the next child climbs.

Riddles. The teacher writes the name of one word family on the board (as: -op) and says, "I am thinking of a word that belongs to this family. Can you guess what it is?" The child writes a consonant in front of the family. The teacher may write that word on the board, saying, "No, that isn't the word." Keep on until the right word is found. The teacher should lead the children on with clues such as: "It can be found in the broom closet. We use it on the kitchen floor." (mop)

Pockets. Cut apart some cheap envelopes and mount them on a chart as pockets for 3 x 5 inch cards. A vowel is printed on each envelope. The cards have pictures or drawings on them, and are placed in the pockets having the appropriate vowel sound. By using an identification scheme on the backs of the cards, this activity can be made self-correcting. Use with individual children.

Word-O. Cards can be made modeled after Bingo or Lotto, with words instead of numbers, and the usual rules for such games can be used or modified. To teach words, the leader says the word as he holds up the card; the children look for the word on their cards and cover it if they find it; to review, the word is said but not shown.

Ask Me. Prepare about 40 to 50 word cards on each of which is a word containing a vowel sound. Some cards should have duplicate vowel sounds although the words themselves should differ. Four cards are dealt to each player and the remainder are put in a pile on the table. The player to the left of the dealer reads one of his cards. Other players holding cards with a similar vowel



sound give their cards to the caller. The latter places any sets he acquires on the table. If the caller does not call his word correctly, he discards it but must draw another word from the pile. After drawing he then waits until his next turn before calling for another card. The winner is the player with the fewest cards. Use with two to four children.

Racing. Similar to stabbing, another version, allows pupils to move a racing car along a track on which spaces have words printed on them. Moves are made in response to a number obtained from spinning a spinner device.

Sound Alikes. Collect a set of small pictures of words that rhyme, e.g., man, fan, can; cat hat, bat; etc. Paint an egg carton an attractive color. A child can then sort the pictures and put the rhyming cards into the separate sections. This exercise can be adapted for beginning or ending sounds.

Rhyming. Some children do not readily detect rhymes, that is, to match sounds. To help them, the teacher may prepare cards with words such as Dan, den, din, don, dun. Then the teacher says, "Nan." The child finds the word that rhymes among the card words, i.e., Dan. This type of list can be indefinitely expanded.

Or, several cards are typed, each with a group of words similar to those listed below. As they are exposed one by one, the child selects and reads the words rhyming with the underscored one at the top.

<u>pig</u>	<u>get</u>	<u>nod</u>	<u>mad</u>	<u>cut</u>	<u>sob</u>
rod	dot	fig	pup	gap	dim
gas	fun	pod	bad	but	mob
fig	net	bud	top	sad	tug

<u>wit</u>	<u>Ned</u>	<u>not</u>	<u>bat</u>	<u>hip</u>
fit	fed	cot	hat	bag
hen	did	rut	cut	hid
pat	fog	cup	fan	dip

Shopping at the Supermarket. Prepare word cards using the names of items that may be obtained at a supermarket, e.g., bag, basket, beans, book, bottle, cabbage, cake, candle, candy, corn, etc. Choose a leader who can then distribute several cards to each player. The leader says, "Who has bought something that begins with a sound or letter as banana?", etc. The players whose cards answer the question will read them aloud and then give their cards to the leader. For more fun the leader may hold a grocery bag into which the children can deposit their "purchases." Use with a group of children.

Spin and Call. Divide a large oak tag circle into eight sections. Place a vowel in each section. Attach a large pointer to the center of the circle so that it spins freely. The player spins the pointer and calls a word containing the short vowel to which it points when coming to a stop. If a correct word is called, he scores one point. A record should be kept of words called so that no repetitions take place.

Sliding Down the Sound Slide. Draw a slide or a flight of stairs with a child at top, calling him whatever vowel you wish. Along the slide or stairs write vowel combinations. See if you can slide all the way down by naming the various sounds.

Phonic Elements. Words containing phonic elements for a particular day's drill, e.g., noise, play, steam, seed, plow, scream, down, gray, boil, seep, sweep, bean, bacon, brown, etc. are typed on separate cards. The teacher gives sounds in miscellaneous order, saying, "Give me a word that contains this sound." (This lends itself to group play but may be done on an individual basis.)

Baseball. A baseball diamond is drawn on the blackboard or on cardboard. Two groups are chosen. The pitcher flashes a word. If the batter can

designate the short vowel sound in the word, he has made a hit and moves to first base. Should the next batter score a hit also he moves to first base and the first batter advances to second. Soon the runs begin to come in. Teams change sides just as soon as three outs (wrong answers) have been given. The team with the most runs is the winner. Use with even numbers of children so each team is the same.

Phonic Strips. Three horizontal slits, close together and in line, are made across a 4 x 6 index card. Three other slits are made directly below them. A number of thin strips are prepared of a proper width so that they can be threaded through the slits in such a way as to expose only a small part of the strip. On one strip a number of initial consonants can be printed, one below the other, on a second strip middle vowels, on a third common word endings, and so on. By inserting the strips and moving them up and down a large number of different words can be formed. This device can be adapted for practice on beginnings, middles, or endings, and can be used with phonograms as well as single letters.

Jumbled Syllables. In helping a child to pronounce a long word, practice with dissected words may be of help. Words are typed with syllables widely separated and then cut up with each syllable on a separate piece of paper. The syllables of each word are clipped together and the little bundles kept in an envelope. A bundle is handed to the child, who removes the clip and places the syllables on the table before him. He then moves them about until he finds an order in which they make a word he can pronounce. Words which may be used this way might be:

vel	vet	en	gulf	sun	set
trum	pet	him	self	ad	mire
prob	lem	mis	take	um	pire
chil	dren	pump	kin	en	trust
splen	did	up	turn	tin	sel
es	tab	lish	in	dig	nant
hob	gob	lin	as	ton	ish
				in	fan
					tile

Sound Elements. On the wall next to the seat of the student, the teacher tacks pictures of common objects having names beginning with one of two letters which sound much alike such as "b" and "p." For example, a loaf of bread, a ball, a boy, a pen, a pig, a plate, a basket, etc. The teacher has the child say the picture names and decide under which letter groups (b or p) they belong. The child works on this until he can do it accurately; then new pictures and letters are used.

I Name It--You Place It. Mark off sheets of drawing paper into squares. Into each square write letters for a sound being studied. Provide each child with a handful of beans and a paper. As the teacher says a sound the children look for it on their papers and cover it. This may be played as Bingo, or the squares may all be covered. Children then take turns uncovering sounds and pronouncing words containing the sounds.

Change Over. Prepare cards of oak tag (2" by 3") with words printed on them, one word to each card:

hat	shell	will	all	sing	sand	look
cat	well	spill	tall	wing	band	book
rat	fell	fill	wall	swing	land	brook
sat	tall	bill	ball	bring	hand	shook

Also prepare four cards having the words "change over." Deal out five cards. The child to the left of the dealer plays any card, naming it. Next player plays a card that rhymes or begins with the same letters. For example: if bill has been played, fill, rhyming with bill, or band, beginning with the same letter, could be played. If a child cannot play, he draws from the extra cards until he can play or has drawn three cards. If he has a "change over" card he may play that card and name a word that can be played on. The first person out of cards wins.



## FUNCTIONAL SKILLS

Introduction to the Dictionary. (Based on a working knowledge of the alphabet) Have the child locate letters in the dictionary by turning from one letter to another in the correct direction without fumbling, and in opening the dictionary at approximately the right place for the letter desired. For little children such an introduction may be in story form such as:

"Once upon a time the son of a robber baron was going to be married. His father wanted to give the bride a handsome present. What should it be? In a dark chamber beneath the castle were many beautiful objects collected by the baron himself and his ancestors. He remembered a certain coronet, sparkling with jewels, and decided that it should be the gift. He sent a trusted servant to search for it, and what a search it proved to be! The treasures were huddled on the shelves, "Higgledy-piggledy," and it took the man days and days to find that coronet.

"I have a treasure chamber that has thousands of things in it but I can find any one I want in a few seconds. What do you suppose it is?"

Alphabetizing. Have the children work on exercises in alphabetizing as an introduction to the dictionary. In one list only the initial letters need be considered: tub, any, sail, man, boy, wind, gate, fence, rain. In the next, the first two letters: atlas, admit, about, angry, acorn, arch, amber, awake. In the next, the first three letters: belong, beside, beach, begin, become, bent, berg. In yet another, the first four letters: consult, congress, conceal, content, condense.

Dictionary. The children head their papers such as illustrated below. The teacher supplies the first column and the children fill in the rest by using the dictionary.

WORD	DICTIONARY PAGE	COLUMN
------	-----------------	--------

Skeleton Dictionary. Folding three or four pieces of typewriting paper, the child fits them into a pamphlet by stapling or stitching. Resulting will

be a 6-8 page booklet about the size of a dictionary page. Give the children guide words to put at the top and bottoms, along with the page numbers. The guide words show the first and last words between which all the words on the page appear. Then from time to time dictate words to fill in between the guide words for various pages and have the child look up the meaning in a real dictionary.

guide word	BEGGAR	BELLY
	b _____	be _____
	b _____	be _____
	b _____	bi _____
guide word	BELIEF 5	BIG 6
		page number

Index. The teacher calls out a name or subject and the children look up the page number via the index. They write the page down on a sheet of paper numbered from one to ten. After ten subjects and names have been called out, they check to see if everyone was able to find the correct page number by speedy use of the index.

Skimming. Prepare sentences pertaining to a story the children have been reading. Have key words missing and so have the children skim the story to find the missing words and fill in on the paper as fast as they can. For example:

1. There were \_\_\_\_\_ boys in the class.
2. These boys liked to play \_\_\_\_\_.
3. They usually played on \_\_\_\_\_ afternoons.
4. Tom's address was \_\_\_\_\_.
5. He lived by the \_\_\_\_\_.

Skimming. The teacher might say, "Turn to page 27 in our health book. On this page you will find listed the number of different basic foods. See how quickly you can find it. Write the number in your notebook as soon as you've found it, and then raise your hand." When most of the class is through, teacher raise your hand." When most of the class is through, teacher might continue, "Ted, read the sentence in which you found the information and show us where it is." Then you may ask several

who found the number most quickly, "How did you find that number so quickly?" Perhaps some effective shortcuts for skimming may come to light.

Map Reading. Provide a map of the school building. Have a child pick out the shortest or longest route to a certain place such as from the classroom to the lunchroom or to the playground. As the child becomes more familiar with the process, you might provide a map of the school district area in which he lives. Have him find his way home, from home, from home to the grocery store, to a friend's house, etc. If time permits, actually have the child show you--or lead the class to various places via the map--or have a child lead you.

Organization of Ideas. The teacher shows a picture of the interior of a room. She lets her students look at it for one minute and then asks them, "What did you see in the picture?" The students will probably first mention separate items: window, stove, stool, chair. Then:

Teacher: "If you have a stove, what else will you need?"

Student: "Pan, brush, broom--to sweep around the stove."

Teacher: "When you think of a window, what else do you remember?"

Student: "Curtain."

Teacher: "Yes, it's easier to remember things that go together. That's why relating one idea to another and making an outline often helps in remembering an assignment."

Table of Contents. The teacher gives the children a chapter title in a book they all have. As quickly as they can, they use the Table of Contents to find the beginning page number, raising their hands when they find it. When most of the children have raised their hands, have some of the first ones tell how they were able to find it so quickly.

Index. Each day have the classroom children record the news of the day into a booklet. (Teacher writes

this news on the board each morning and the children copy it.) After several weeks, wind up this booklet by having the children make up an index (or Table of Contents) alphabetized according to subject.

## STRUCTURAL ELEMENTS

Syllables. Use a piece of colored construction paper (9"x 12"). Make a 2" pocket by turning up the length of the sheet. This is then divided into three equal pockets by stapling. Using a set of one, two, and three syllable word cards, the child takes the word cards and puts them in the correctly labeled pocket according to the number of syllables each word contains.

Clap In--Clap Out. A list of one, two, or three syllable words should be prepared by the teacher. One child is designated as referee to start the game. He stands behind the child in the first chair. The teacher pronounces a word from the word list. The first child claps the number of syllables he hears. If correct, the referee moves on to the next child. If incorrect the referee standing behind his chair may clap. If the referee is also wrong, a new one is chosen. Be sure this game is introduced only after the children become skilled in hearing syllables.

Around It Goes. Make a larger spinner wheel from tagboard. Print word endings along the rim of the wheel. As each player spins the wheel he must give a word that ends with the suffix at which the spinner stops.

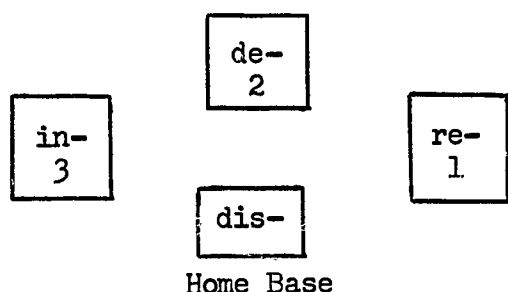
Adaptations: Use prefixes instead of suffixes.

Cautions: 1. Help children learn the meanings of the various words which are used.  
2. Words such as her are not acceptable because, in such a case, er is not a suffix.

Suffix Rummy. Prepare sixteen 2 x 3 inch cards in which four cards have the suffix less, four

have ish, four have ful, and four have ness. Prepare sixteen other cards having one base word each. Use words such as: kind, neat, boy, fear, use, wonder. The sixteen base-word cards are dealt out to the players. The suffix cards are put face down in a pile in the center. The first player draws a suffix card. If he can add the suffix to one of the words in his hand he lays this pair down. If he cannot he puts the suffix card under the pile from which it was drawn, and the next player gets a turn. The person to lay down four pairs first wins. An umpire is advisable.

**Baseball.** Two or three teams with no more than four on each team are needed. Draw a diagram of a baseball diamond on the chalkboard, or draw a diagram of a baseball diamond on tagboard. Print sets of small cards with prefixes, suffixes, or root words.



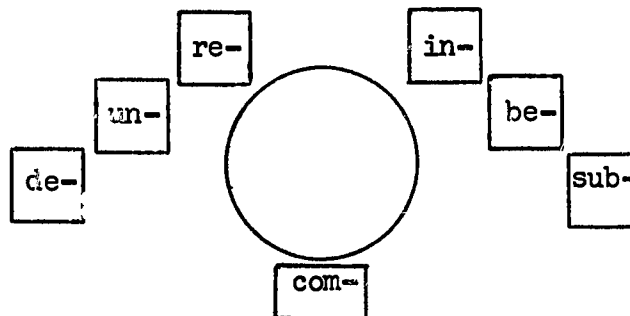
The teacher or pitcher places a prefix (suffix or root word) on each base. The batter starts with the prefix at first base. He gives a word starting with that prefix, for instance, return for re. If he can do so for each base and home, a run is scored for his team. If he fails on any base he is out. Three outs and the other team gets a chance at bat.

- Variations:
1. Use suffix cards on the bases.
  2. Use root words and the player must add a prefix or suffix.
  3. Use beginning or ending sounds of words.

**Merry-Go-Round:** Draw a large circle on the chalkboard and write a prefix for each "seat" or draw a large circle on tagboard. Make a set of small prefix cards or draw a large circle on the floor. Make a set of prefix cards. Each

player takes turns giving a word which starts with the prefix designated by the teacher or leader. When a player does so correctly the "seat" is his. The child who gets the most seats is the winner.

- Variations:
1. Use suffixes.
  2. Beginning letters or blends might be used.



**Quiz Bee.** (Suffixes and Prefixes) A game to practice use of prefixes and suffixes. Small cards on which are printed words that would change in meaning by the addition of a prefix or suffix are placed in a small box. The teacher (or a child) writes several prefixes or suffixes on the board in two different columns. The class or group is divided into Team A and Team B. The leader (one child, not a member of either team) asks the first child on Team A to draw a card and make a new word by adding a prefix or suffix. He places the card on the chalk rail under the appropriate column, pronounces the new word, and uses it in a sentence. The game continues in this manner until all have had a turn, or until time runs out. The team with the most correct responses wins the game. (One child might serve as recorder to keep track of the score.)

**Word Wheels.** Prepare a wheel made of two 8" circles of oaktag. Each circle has a slot about 3/8" x 1" cut near the outside of the circle. Words are printed on the inside of the circle so they can be read through the window. On the outside of the circle a prefix or suffix is printed so it will make a word when turned to line up with a word underneath. The circles are put together by using a brad in the center. The

children may work individually or in pairs. After each word is read correctly, the wheel is turned until a new word appears.

Word Flight. Fifty-two cards on each of which is a two, three, or four syllable word are used. The playing board is a map of the U.S. A flight route should be drawn between major cities. Miniature airplanes of different colors should be made for each player. The cards are placed in the middle of the table. The player drawing the least number of syllables is the first to play. If he has a one syllable word he may travel to the first city on the route. If he has a two syllable word he may travel to the second city, etc. Each player in turn draws a card, says the word, and moves his airplane. If he can't say the word he can't move. The player who reaches the homefield first wins the game. (For 2-4 children.)

Baseball. Two groups are chosen. The pitcher flashes a word. If the batter can tell the number of syllables in the word he has made a hit and moves to first base. Should the next batter also score a hit, he moves to first base and the previous batter advances to second. Soon the runs begin to come in. Teams change sides just as soon as three outs have been given.

Bingo. The teacher calls out endings such as ing, ed, er, est, y, ish, en. If the child can find a word that correctly takes the ending called, he puts a chip over it. One word per ending called at a time is possible. As soon as a child gets a row across, down, or diagonal, and calls bingo, he becomes the winner.

Compound Checkers. Two children have set between them a regular checker board on which each black square is filled in with a compound word. They are to play as in a real checker game. Each must say the word on the square to which he is moving, or over which he is jumping. When a child reaches the "King Me" stage, he then must

not only read each word over which he jumps, but must think of a new one in addition. (Blends, prefixes, suffixes, words, phrases, etc. could be used in place of compound words.)

Confounded by Compounds. The teacher writes on the board or distributes a duplicated sheet to each player with several words on it, such as base, play, school and tea. The players are to make as many compound words as possible.

Building Compound Words. Use strips of oaktag for set of word cards. Print a compound word on each card. Snip the words apart into their compound parts. The children rearrange these slips to see how many big words can be made from the little words.

Finding Small Words in Big Words. The teacher gives the children a list of compound words. The children are to draw a line around the little words that they hear in the big word.

Example: something                      some thing

Compound Words. Cut out strips of oaktag (1" x 1½" x 2"). Write a compound word.

Example: daylight, sometime, everywhere

Put about twelve of these in an envelope. Have the children put the two parts of the compound word together, making as many words as they can and then writing these words on a slip of paper.

Word Building. A piece of 8 x 12 inch oaktag is folded through the center to open like a book. On the left fold draw a picture of an object which represents a compound word such as snowman. On the lower part of this fold, fasten a card pocket envelope. Place in the envelope a number of 1 x 2 inch word cards from which compound words can be made. The child takes the word cards from the envelope and sees how many compound words he can build on the right hand fold.

Adaptations: 1. This word-building game could



- be done on the felt board, flannel board, or chalkboard.
- Children would especially profit by making their own word cards based on compound words discovered in their reading.

Cautions: 1. Be sure to gear the difficulty of the words to the achievement of the individual pupils.

Quiz-Bee(compounds). A group of eight or ten pupils is divided into two teams. Two lists of words are written on the board, from which compound words may be developed, as:

- |         |          |
|---------|----------|
| 1. sun  | a. man   |
| 2. race | b. tan   |
| 3. snow | c. track |
| 4. bird | d. house |
| 5. some | e. ball  |
| 6. base | f. fish  |
| 7. my   | g. where |
| 8. gold | h. self  |

Players from the two teams take turns selecting a word from each list to form a compound word. For example, a player may indicate his choice as "Number 5-g." He pronounces his word somewhere, looks away from the board and spells it orally. If he spells it correctly he scores a point for his team. Children will enjoy making lists of

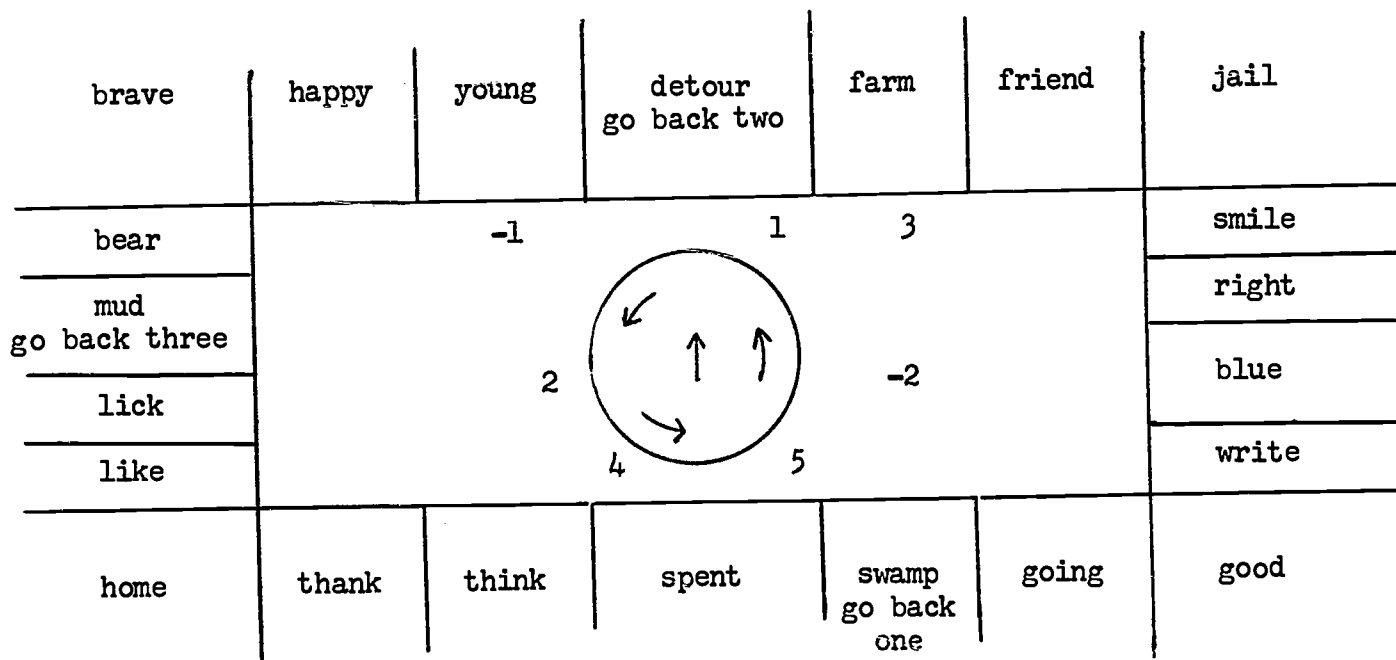
words which are appropriate for this game.

Word Fishing. (A game in word recognition)

Folded wordtags (which most effectively should be cut in shape of fish) are held together by a steel hairpin or paper clip. Each child fishes them out one at a time, using a pole and string with a magnet attached as a fishing rod. The child may keep the fish if he can immediately recognize and read the word.

Go Around the Board.(One or more players)

The teacher makes a game board of heavy tagboard. On it she has a starting point, prisons, swamps, etc., and ending. In between these points are words or phrases which the child must read if he lands on them. A spinner is in the center. The child spins to determine the number of spaces he is to go. If he lands on a word he doesn't know he must return to home base. He may continue if he gets the word correct. When a child lands on a tricky spot, he must do as it indicates. The first one to go around the board without error is the winner.





## BLENDING

What Am I? On individual cards write riddles which give initial consonant blends as clues. For example, "I grow in bunches on trees. I am good to eat. I begin with a gr sound. What am I?" Each child in the group has a chance at a riddle card. If he guesses the answer he is given the card. The child with the largest number of cards is the winner. By placing the answers on the backs of the cards, this activity can be made self-corrective.

Escape. Put five or six "stepping stones" on the floor using various blends. Have the pupil step from one to another, giving a word starting with that blend before proceeding to the next stone. If he misses, he falls into "crocodile infested water."

Blend Baseball. Prepare 3 x 5 cardboard cards with blends or diagraphs printed in large letters. Decide upon places in the room to be the pitcher's box and the three bases. The teacher takes her place in the pitcher's box and the child who is "batter" comes up to receive three pitches. The pitcher holds up a blend card. The batter then: 1) says the blend, 2) gives a word containing the blend, 3) uses the word in a sentence. If the batter can do all three he has a hit and takes his place on first base. The game continues until the team has three outs. Then the other team is up to bat. This may be used as a table-top game too.

Making New Words. Divide the board into four sections. Number the sections 1 - 4. Provide chalk and an eraser in each section. Have the class number off by fours and sit in rows according to their numbers. Call one member from each team to go to the board. Pronounce a word with any letter combination which the class is presently studying, such as it, at, un, etc. Have them listen carefully to the way the word begins and write the letters which make the

beginning sound and then finish with the familiar letter combination. The first person to write correctly the word pronounced will win a point for his team. At the end of playing time the team with the most points wins.

## COMPREHENSION

What a Joke. Print sentences such as these on one inch strips of oaktag:

Here is a red car.  
Here is a blue chair.  
Here is a toy airplane.  
This rabbit will go hoppity-hop.

Find a colorful picture that illustrates each sentence and tack the picture on a low bulletin board. For a joke, put the wrong sentence under each illustration. A group of about three children may then go to the bulletin board to try to find what each joke is. A leader of the group may be chosen to discuss the "jokes" and to choose a child to put the sentence in the correct place.

Find the Joker. Prepare a series of groups of three or four sentences one of which does not belong, such as:

Betty has a new dress.  
The dress is very pretty.  
The cup fell on the floor.

The child indicates which sentence is out of place and why.

Building Stories. Make up a simple story of about three or four lines. Print each sentence on a one inch strip of heavy paper and then cut the sentence apart. Either cut it into words or phrases. For example:

A cat heard a loud noise behind her.  
She saw a big friendly dog.  
The cat was afraid and ran away.

The player must use the strips in the envelope to reconstruct a story. He does not have to use

all the strips, however. Often the child will be able to make an entirely different story. For example:

A big friendly dog heard a loud noise.  
She saw a cat.  
The cat ran away.

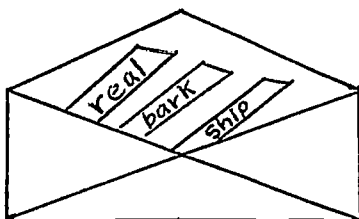
Who Can Do It? Collect a set of action verbs like shop, play, walk, bark, etc. (Duplications are permissible). Prepare several with sentences that are easily completed with one of the action verbs, such as:

Boys can \_\_\_\_\_.  
Mother can \_\_\_\_\_.

The child puts all the applicable words under the phrase card. This exercise may be varied in the following way: Distribute several cards to each child. Write a phrase on the blackboard. Each child who has applicable words may stand, read the phrase, and complete it with his words. Do this with several different phrases.

Lost and Found Words. Prepare a list on heavy paper of sentences in which one word is omitted. Prepare a set of cards which contain the missing words as well as a few jokers. These cards should roughly fit the space left on the sentence cards. The child finds the missing word and puts it in place. For example:

Tom had an apple for the pony.  
The flower is pretty.



What's My Name. The children are given a paragraph to read. A list of suggested titles is prepared and given in random order on the blackboard

or on printed sheets. The children either write the number of the best title, or if the material has been printed on sheets, underline the best title.

Encouraging Reading. Each card contains the name of a book and a chapter to be read. The child must turn to the table of contents to find the chapter, read the chapter and time himself, and answer two or three questions on the reverse side of the card after he finishes reading.

What's in the News? This game may be played by two or more players. First, take a newspaper and decide on a certain page to be read. Then the player who is "it" looks at the page by himself and selects a news item that he will act out. While he is enacting the chosen part, other players look at the newspaper page and try to guess which item is referred to.

What's the Idea? A short selection is assigned for silent reading. The teacher prints a list of phrases or short sentences on the board, and the children choose those which contain the ideas in the selection.

Outlining. The child reads a selection. The teacher gives the child an outline for the paragraphs but merely indicates the number of supporting ideas that the child should find. The child fills in the outline indicating the major points of the selection.

Modified Scrabble. A game of matching words with definitions is made by printing the words in oblong spaces on a card, shellacking the card, printing the definitions on similar blocks and cutting the blocks apart. The definition cards are put in an envelope on the back of the word card, ready to be matched with the word. A key enables the student to check accuracy without bothering the teacher.

Directions. Have a child read a prepared set of

interesting directions, perhaps printed on a card, and have him carry them out. For example, "Make a heavy X on a piece of paper, hold it in front of your eyes at a distance of about six inches, then draw it slowly to the right. Notice whether the X remains visible at all times."

Main Idea. Have the children read a newspaper article with the headline folded under on the back of a 3 x 5 card. After they have read the article, ask them to make possible suggestions as to the main idea and possible title. After several ideas have been listed, they may turn over the card and see the real headline title.

I am Wishing. Label a shoe box with the words Toy Chest. Assemble a set of cards with "toy words" on them, e.g., airplane, bicycle, blocks, boat, bunny, cars, engine, hammer, scooter. Each player may have about three cards while the leader holds the toy box. The leader calls for a toy by saying, "I am wishing for a ball." The player who has the corresponding word may say, "I can make your wish come true." He first reads his card aloud, then puts it away in the box. For variety the leader may use a riddle to call for the toy, such as, "I am wishing for a toy that is round and can bounce." Use with groups of children.

Up the Road. Use a large heavy piece of cardboard and draw a diagram of a long path with a house, barn, or garden at the end. Colored kindergarten beads make good markers. In each track write a short sentence and a direction for going ahead. For example:

The children play under the apple tree.  
Jump five.

If the child reads the sentence correctly he may carry out the directions; otherwise he must stay in the same place. The child who reaches the destination first wins. Use with more than one child.

Stop and Go. Prepare some phrase cards and put

them into one pack. Be sure to include phrases like can help, can work, Stop! Stop!, come and work, I have, I can, etc. Place several red cards and green cards in the pack. A child may say the words until he comes to a red card, which is the signal for him to stop reading aloud and to read silently until he comes to a green card. The green card is the signal for him to continue reading aloud. Use with one or more children.

Belonging Together. Choose familiar categories of objects such as toys, animals, foods, and the like, and display them on the chalkboard ledge. Ask the pupils to pick up only the things to eat, only the things that go on wheels, etc. May be used with any number of children.

Picture Collecting. Simple picture collections aid in concept building and in classification skills. Collect some old magazines which the group can use as their source. Children cut out the pictures, mount them, and classify them. Some good classifications are farm, animals, toys, things that fly, things we ride in, etc. A shoe box makes an excellent container for individual collections.

Telling a Color Story. Assemble a set of cards with the name of a color on each. Distribute one or more cards to a player. The leader starts to tell a "color" story about the color that he has on his word card. Each child in turn adds his color-part to the story and then stands up. When the entire group is standing, the leader takes a second turn and then sits down. The story should be finished when all the children are seated. This game may also be played effectively with noise words: bang, pop, etc., and action words: sit, crawl, walk, etc.

Doing Things. List some action sentences on the blackboard. For example:

Bring the red book to me.  
Build the house with the blocks.  
Walk quickly to the window.

The child reads the sentence and then carries out the action.

Interpreting Pictures. The teacher shows a picture to the group and the group discusses the main idea or what they think is going to happen.

#### FLUENCY AND RATE

Short Stories. Example: "Read this story to find out on what date the birthday party was held."  
To do this I should use the \_\_\_\_\_ rate. (skimming)

Questionnaire. Have the children provide answers to lists of questions such as:

1. Why can't an arithmetic problem be read at the same rate as a story?
2. Why do we skim to find a specific bit of information?
3. If we were going to bake a cake, why wouldn't we use our speed reading rate?

Omissions and Additions. Keep (within each week) a list of additions and omissions of a particular child's reading. At the end of the week show the child how he read a passage or sentence, etc., and then show him how it was written. Have him read both ways and have him tell you how he thinks he might have made the error. For example:

Text: Once there lived a king . . .  
Boy: Once upon a time there lived a king . .

Text: The little dog ran away . . .  
Boy: The dog ran away . . .

Choral Reading. The children read along as a group on a story exercise. Each tries to harmonize with the group and thereby his attention is directed to his errors which cause discord. He will tend then to imitate, thereby eliminating errors and becoming more accurate, fluent, and expressive.

Dramatic Oral Reading. The teacher reads a sentence (or paragraph, etc.) out loud. The child

(with a copy of the same book) attempts to read by imitation of the dramatic way in which his teacher reads, using voice inflection, proper speed, expression, etc. This can be helpful to slow down the fast reader and to help speed up the pokey reader.

Teaching Machines. The tachistoscope or flashmeter flashes words or phrases or sentences, etc. at fractions of a second. The child writes down or tells immediately what he sees. Continued exercises in this will help develop a more rapid association between the eye and the brain and will make for a faster reader. The Pacer may be used also. It can be set at a certain rate to go down the page, thus setting a pace for the child.

Musical Chairs. A phrase card is placed on each chair. A child stands in front of each chair. Children walk around chairs as music is played. When the music stops, each child stops where he is, picks up the phrase card from his chair and in turn reads it to the group. Any player who "stumbles" on his phrase may ask a friend to help him. He is not out of the game. The cards are returned to the chairs and the music continues.

Adaptations: Word cards might be used.  
If no music is available  
another signal could be  
arranged. -

Checkers. Prepare a checker board with words on a small slip of paper fastened on each square, along with a set of checkers. The two-color scheme of the checker board must, of course, be retained. Play as in a regular checker game. Each child must name the word on the square to which he is moving or over which he is jumping.

Adaptations: Simple phrases could be used.  
Cautions: Children of similar ability  
should play together.

Rates of Reading. The teacher makes a chart listing the different reading rates, after the



class has discussed the existence of such rates:

1. Skimming Rate  
(fastest)(might have a comic picture of a rabbit with sweat dripping.)
2. Speeded Reading Rate  
(fast)(rabbit hopping)
3. Study Reading Rate  
(slow)(turtle walking)
4. Reflective Reading Rate  
(slowest)(turtle not moving)

Have the class, after discussing the rates, try to think of the different ways they would use each rate.

Practicing Rates. To practice reading in the above rates, the teacher might have different paragraphs mimeographed, each intended to be read by one of the four rates. For example, a paragraph with lots of dates and events (skimming), a newspaper article (speeded), a textbook page (study reading), and a cook-book page (reflective). Have the child tell why he chose a certain rate for reading a specific paragraph.

Timing Record. Have the child keep a time record of his reading. You might put a stop watch by the child so he can see it as he reads so many sentences (pre-counted). Record the time on a chart which is posted so the child can see it daily.

Fluency. Sit across from a child as he reads and watch his eye movements. Record the number of fixations per minute within a short given time period. If the child is unusually slow (to a degree that it affects his reading speed) because of stopping often, point out to him the number of fixations you counted and explain what it means. Keep a record. Next time, the child is encouraged to try to read carefully but not as slowly so that there will be improvement by having less fixations. A line graph might be a good way to record this progress.

Short Stories. Have a pamphlet of short stories

prepared. Begin each story with directions indicating the purpose of that particular reading, but not telling the best speed at which to read that particular story. The child reads at the speed he feels is called for and writes this speed down in a blank provided at the end of the story. He then checks with a key to see if he picked the best possible speed at which to read that story.

Storytelling. The game may be played in which one child starts a sentence, (A little girl), another adds to it (went slowly), and another adds (down the aisle), and the last adds (of the church), each child repeating the first part of the sentence and adding his own with pauses between phrases. Players who cannot continue a sentence "lose a life" and are out of the game when they have "lost three lives." Groups should be no larger than six.

Guessing Stories. The teacher gives the children phrase cards and tells them to draw a picture that tells the same story as the card. After the pictures are drawn, the teacher asks each child to hold up his picture for the class to see. The children then guess what is on the phrase card, and the child finally reads his card to the class.

Movies. A large piece of cardboard is used. In the center of the board a rectangle about 10 inches by 6 inches is drawn. The upper and lower sides of the rectangle are formed by two slits about one half inch wide. The film is a long roll of paper wide enough to fill the screen space. On this roll are printed short phrases which tell a continuous story. The phrases are so spaced on the roll that only one phrase will show on the screen at a time. The film is pulled slowly through the slits, and the children read the story phrase by phrase.

Dominoes. This is played with phrase cards made to resemble dominoes, with phrases taking the place of dots.

Speed of Reading. The children or child should



be given reading material at least one grade lower than their reading level. The content of this easy material should, however, correspond to the chronological and social ages of the child or children. Opportunities to read such books will ordinarily improve the rate of reading.

1. The teacher times the children individually on reading a selection of standard length and difficulty. A graph may be kept to show the progress made in this exercise. Selections of approximately 200 words in length have been found useful, the graph indicating each attempt horizontally, and the number of seconds required to read each unit, vertically.
2. The teacher writes a number of questions on the blackboard. The children read the questions and then are given the selection which contains the answers. They are allowed a short time to find as many answers as possible.
3. The children are given a selection to read. As each pupil finishes, he closes the book to indicate that he has finished. To check the relative reading speed, the teacher notes the order in which the pupils close their books. She then asks questions regarding the content of the selection read to check on comprehension in relation to speed.
4. The children are given a short selection to read in a limited amount of time. When the teacher calls "stop" the children close their books. The teacher uncovers a series of questions written on the blackboard which are based on the selection. The children write answers to as many of the questions as they can.

#### WORD RECOGNITION

Fish. Prepare duplicate cards in pairs with one word on each card made on oaktag. The cards are dealt one card at a time, each player holding five cards. The remainder of the pack is placed in the center of the table, face down. The object of the game is to get as many pairs of cards as is possible and the winner is the one with the largest number of paired cards on the table in front of him at the end of the game when all the cards are matched. The player on the dealer's left starts by asking any child he

wishes for a card that matches one of the cards which he holds in his hand. For example: He may hold the word "which." If the child asked has the card, he gives it to the first player. This player continues to ask for another card until he is not successful. When the one asked does not have the card, he says "Fish," and the child takes the top card from the pack. The game continues in this manner to the next player, etc. The game may be played with two or more children.

Phrase Puzzles. Make several phrases on oaktag large enough to cut. Have several sets in envelopes and have each set cut differently. Be careful not to cut words in two. Give each child a set of phrases. Have a stopwatch and time the children while they are completing the phrases. The child who first completes his phrases and repeats them correctly wins the "race."

Checkers. Materials: A checker board with words on a small slip of paper fastened on each square; a set of checkers. The two-color scheme of the board must be retained. Play as in a regular checker game. Each child must name the word on the square to which he is moving or over which he is jumping.

Spin the Circle. Use a large oaktag circle for this game. Attach a long pointer to the center of the circle and print words along the outer edge at an angle to the center. The player spins the pointer and reads the word at which it stopped. This may be used with one or more children.

Build-a-Train. Engines and railway cars are cut from oaktag. Each piece has a word printed or written on it. Children who pronounce the word correctly build a train which becomes longer and longer. The object of the game is to see who builds the longest train. Use with two or more children.

Dominoes. Prepare a series of small rectangular cards in the shape of dominoes with words in place

of the dots. Follow the rules of dominoes. This game may also be used with phrases. Play with two or more children.

Peg It. A pegboard with three or four pegs, one for each player, may be used for this game. Prepare three or four sets of word cards and punch a hole in a corner of each card. The dealer gives an equal number of cards to each player. In turn each player draws three cards from his own pile and reads them. Each card that he reads correctly may be hung on his peg; if read incorrectly, the card must be discarded. The player with the most cards on his peg wins the game. Use with two to four players.

Playing Postman. Collect a set of three by five cards with words that need to be practiced. A large cereal box that has been covered gaily makes a good mailbox. Cut a slit  $3\frac{1}{2}$  by 4 inches wide near the top of one side. Tie two sucker boxes together and label one "mail box" and the other "dead letters." The children in turn draw cards. If a child knows the word on his card, he may mail it, otherwise the card is placed in the dead letter box. The child should strive to mail all his cards as "letters." Use with any number of children.

Jalopy Derby. Make a five car race track on a large piece of cardboard. Divide the track into three inch spaces, and mark a starting line. Print the words on tagboard. The first one tosses the die and moves as many spaces as the number of the die. If he can't say the word he loses his turn and the next child may use his word or pick a new one. If he doesn't use the missed word, the next player may use it. If no one uses the missed word, it is put at the bottom of the pile. When the game is over, special help is given with the missed words at the bottom of the pile.

Word Sets Game. Words grouped in sets of four similar things such as food, trees, animals, clothes, toys, people, and colors are put on

playing cards. Four children may play together. Each child gets eight cards and his remaining cards are placed in a pile in the center. The children take turns drawing one card from the center pile and then discarding one. The child who first gets two complete sets of four similar words wins the game.

Fishing. Materials needed: Oaktag cards with fasteners or paper clips attached, small dowel-like poles with a string attached to one end, and a magnet attached to the string's end. Cards may be cut in the shape of a fish, or left in square or rectangular shape. One side of the card will bear a word with a number denoting its value or "pounds." These "fish" are put face downward and pupils fish for them. As one is "caught" the child tries to pronounce it (and tell its meaning). If he is successful, he keeps it; if not, he throws it back, face downward. A player wins who has the most "pounds" at the end of the game. New words should be added as encountered in reading lessons.

Football. On a large piece of paper draw a football field with sections to represent ten yards each. The game begins at the fifty-yard line, where a cardboard ball is placed. A set of cards with a word on each card is used. The first player reads the word on the first card. If he reads the word correctly, he moves the ball ten yards toward the goal. If he reads it incorrectly, it is considered a fumble and the ball goes ten yards toward his own goal. When a child crosses the opposite goal line, his score is six. If he reads the next word correctly, he adds one point to his score. New words in a story could be used for this game.

The Picture Dictionary. The child or the teacher makes a scrapbook that is indexed. Both capital and lower-case letters are used. Illustrations are prepared from old magazines. As soon as a word is learned, the child pastes on the proper page the picture which corresponds to the word. Later the teacher may drill on words in the

dictionary by giving the child small cards on which are printed the words he has learned. The child has to find the picture that tells the same story as the word and place the word under the picture.

Erase-a-Word. Children are asked to choose sides and stand in two lines at right angles to the blackboard. The teacher writes on the board two lines of words or sentences of equal difficulty; as many words or sentences as there are children. At the signal the first child in each line says the first word in his column. If he is correct, he is allowed to erase the word. This game is in the form of a relay race.

Alert-O. Place a number of word cards in the chart holder. Write a number on the chalkboard. The first child takes that number of cards. He should name each card as he takes it. Change the number for the next child.

Go Around the Board. Use a rectangular piece of heavy paper about one foot square with a two inch margin. The margin is divided into spaces in which words for practice are written. Some of the spaces may be used for penalties or rewards. A spinner for determining the number of spaces to be moved and a colored marker are given to each player. Each player spins the arrow in turn and moves clockwise the number of spaces indicated, starting with "home base." He reads the word that he "lands on." If he doesn't know the word, he returns to the original space until his next turn. The child first going all the way around to "home base" wins.

Hunting. Pass cards to all but one of the children. As soon as each child knows his word he holds the card up so it can be seen by all the others. When all the cards are in sight, the teacher pronounces a word held by one of the children. The child who has no card goes "hunting." If he can find the word, he may read it aloud and take it to his chair. The child whose card has been taken is now the new hunter.

Treasure Hunt. The teacher places before the children a large box filled with small objects or pictures. Printed word cards corresponding to the objects or pictures are arranged along the blackboard ledge. Each child closes his eyes and draws an object or picture for which he must then find the corresponding word.

Peg Race. Materials: A peg board with two or more pegs; a number of word cards with one word on each card. A hole is punched in a corner of each word card. A peg is assigned to each player. The dealer distributes an equal amount of cards to each player, who places them face down in a pile and reads them. Each card read correctly may be hung on his peg. If he is incorrect the card must be discarded. The player with the most cards wins.

Simon Says. The teacher has a pack of word cards and a pack of picture cards to correspond with them. The teacher holds up a picture card and places a word card underneath it, exposing the two for only an instant. If the word is the name of the picture, it is equal to the command, Simon Says, "Thumbs up," and everyone in the group is supposed to put thumbs up. If the picture and the word do not correspond, Simon Says, "Thumbs down," and everyone is supposed to put thumbs down. The words and pictures increase in difficulty for higher grades.

Ring-a-Word. Utilize heavy plywood in constructing a board 2 x 3 feet in size. Space five nails on the board and paint numbers from one to five under the nails. Print words on small cards and hang them on the nails. Easiest cards should be placed on nail #1 and progress until the hardest cards are placed on nail #5. Equip children with a box of mason jar rubber rings. The directions for the game are: "Ring the word and score the points if you can say it." For use with two or more children.

Word Basketball. Remove the top and one of the



long sides of a packing carton. Use green and white to give what remains the appearance of a basketball court. The basket can be simulated by pasting two small paper bags on the outside ends of the box. If a player can call correctly a word he has drawn from the word pile, he pushes the word card through a slot above his team's basket and his side gets two points. If he calls incorrectly, someone on the other team tries. A referee will determine if the word is said correctly or not. The score can be kept by counting the number of cards in each bag. Use with two children or two equal groups of children.

Word Rummy. This game may easily be played by five players, a dealer and four players. Prepare twelve to sixteen sets of word cards, four cards to a set. (Each word is prepared four times.) Reserve one copy of each word for the players' pile and put the others into the dealer's pack. To begin, each player draws one card from the players' pile. The dealer draws a card from the dealer's pack and holds it up. The players who have a similar card may claim it after reading it. If no one claims the card, it goes back into the dealer's pack. When a player has four copies of a word in front of him, he may turn them face down and draw an additional card from the players' pile. The player who has the most tricks wins the game.

Putting Out a Fire. A burning building with a fireman's ladder leaning on a window is drawn on the board. A word to be known is written on each rung of the ladder. The "firemen" (players) attempt to rescue the people in the house by pronouncing each word correctly. Words may be changed as they become too easy.

Wheel of Chance. A large cardboard clockface is numbered from one to twenty and fitted with a large movable hand. Beside the clockface the same number of words or phrases are printed. A child flicks the hand with his fingers, sees the number at which it stops, then reads the corresponding word or phrase.

Treasure Hunt. The teacher places before the children a large box filled with small objects or pictures. Printed word cards corresponding to the objects or pictures are arranged along the blackboard ledge. Each child closes his eyes and draws an object or picture for which he must then find the corresponding word.

Word-O. Materials needed: Several large cards of approximately 6 inches by 8 inches in size. Small cards, each containing one word, and small wooden counters, small circles of colored paper, or beans will be needed. Divide the large cards into twenty-five squares, covering one side of the card. Write or type words in each square, changing the order of appearance on each card. The words free center may be put in the center square. The game is played like "Bingo." A "caller" pronounces words appearing on the cards, and the players attempt to get five words covered in a straight line horizontally, vertically, or diagonally, to win. The one who calls out "word" must read back his words which are covered, as a check.

Old Maid. Prepare a deck of about twenty cards, with one additional card for the "Old Maid." At the top of the card print one word; on another card print the word again, making a pair. Prepare all the cards in this way, all cards having pairs except the "Old Maid." One word alone may be used for the "Old Maid" card and can be changed frequently, thus eliminating the chance of memorization. Deal out all cards. Beginning with the person at the dealer's left, the players take turns drawing cards, each drawing from the person at his right. As pairs are formed, the words are pronounced and the "book" placed on the table. Continue until all cards are matched and one person is left with the "Old Maid."

Airplane. On a piece of cardboard draw a spiral path with a hanger at the end of the path. Divide the path into sections in which are printed words. Each player has a plastic airplane and sets of

1 inch by 2 inch cards with the same words as those on the path. The game begins with both airplanes in the lower left space and each player's cards face up. The first player reads the words on his top card, and if it is the same as the one in the first space of the path, his plane is moved to that space. If not, he may not move. His card is placed on the bottom of his deck and the other player takes his turn. The winner is the person whose airplane reaches the hanger first. For variation, print sentences on the path. Example:

1. The ball is red.
2. Jump one.
3. The children play under the tree.
4. Run home.

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